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ABSTRACT

The TCC/FIPSE Writing Coalition, the joint project between Tidewater Community College (TCC) (Virginia) and the Fund for Improvement of Postsecondary Education (FIPSE), was developed in an effort to eliminate remedial instruction in writing for recent high school graduates. The project is an outgrowth of student-centered approaches to instruction developed by faculty in secondary and postsecondary institutions at Salem High School (SHS) (Virginia) and TCC. The project has been expanded to include 12 high schools and community colleges across the country. The first goal of the project is to increase communication between secondary and postsecondary institutions, and to increase student learning opportunities. The second project goal is to provide opportunities for high school and college English faculty to collaborate in professional development workshops in order to develop and implement innovative instructional strategies. The third goal is to develop alignment between secondary and postsecondary institutions through a deliberate articulation of composition-related curriculum and instruction to improve student skills in writing. The final goal is to implement successful reform initiatives through a transfer of knowledge and strategies to a variety of adapting sites to improve quality and accessibility to postsecondary education for diverse student populations. Reports on a consortium held to investigate above issues. (NB)

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ED 467 857

**"Consortium for Innovative Instruction:
Aligning Writing Instruction in Secondary and Postsecondary Institutions"**

By Chris Jennings, Project Director, TCC/FIPSE Writing Coalition

To eliminate remedial instruction in writing for recent high school graduates, this project offers a multi-faceted yet focused solution to a critical national issue, the underprepared high school graduate. Originally funded by the Fund for Improvement of Postsecondary Education (FIPSE) in1998, this project is an outgrowth of student-centered approaches to instruction developed by faculty in secondary and postsecondary institutions at Salem High School(SHS) and Tidewater Community College (TCC). In May 2001, the Commission on the High School Senior Year concluded that the high school senior year is largely a waste and that schools nationwide are failing to prepare graduates for college or work. The Commission published *Raising Our Sights: No High School Senior Left Behind* in October 2001. The recommendations are to improve alignment, raise achievement, and provide more alternatives. The report encourages K-12 and higher education to form a common, focused approach to helping students reach higher standards and includes a description of the original FIPSE Writing Grant Project in its appendix of model programs to improve alignment. Based on proven initiatives for reform and their potential for replication, this model, the TCC/FIPSE Writing Coalition, is being disseminated locally, statewide, and nationally through 2004.

Responding to national concerns about the educational system's failure to prepare high school seniors for college, postsecondary institutions' growing need to remediate college freshmen, and increased dropout rates generated by student placements in remedial courses, this project maintains the momentum of the original partnership while fostering partnerships within the college community and elsewhere. The goals are to (1) promote partnerships to improve communication between secondary and postsecondary institutions to increase student learning opportunities; (2) provide opportunities for high school and college English faculties to collaborate in professional workshops to develop and implement innovative instructional strategies; (3) develop alignment between secondary and postsecondary institutions through a deliberate articulation of composition-related curriculum and instruction; (4) reduce the number of high school graduates needing remediation in writing prior to enrolling in college composition classes; and (5) implement successful reform initiatives through a transfer of knowledge and strategies to a variety of adapting sites to improve quality and accessibility to postsecondary education for diverse student populations.

Using a multi-tiered approach, TCC continues its existing relationship with SHS as a showcase for collaboration. The project has been expanded to include Landstown and Kellam High Schools, two additional sites in the Virginia Beach City Public Schools (VBCPS); two Virginia Community College System(VCCS) sites, J. Sargeant Reynolds and John Tyler Community Colleges; and seven postsecondary institutions in partnership with their respective secondary public schools: California State University, CA; Forsyth Technical Community College, NC; Greenville Technical College, SC; Southwestern Michigan College, MI; Colorado Mountain College, CO; Georgia Perimeter College, GA; and Community College of Vermont, VT. The partners are organized in a "hub and spokes" relationship with the TCC/FIPSE Writing Coalition directed by Chris Jennings, Associate Professor of English, TCC, Virginia Beach Campus, providing the central energy for propelling initiatives to distant sites.

An extension of the original FIPSE grant into December 2001 enabled TCC grant personnel to transition from a partnership at one site to a collaboration with twelve secondary and postsecondary sites. Prior to

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GRANT FUNDED STANDING PURCHASE ORDERS

REVISED 6/19/02

FIPSE COALITION WRITING GRANT – FRS #2-2232-2
ENDS 8/31/02
(Director located at D116 Kempsville Building - Virginia Beach)

GRANT DIRECTOR:	Chris Jennings	Phone: 321-7145	Fax: 427-0327 (Library)
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(8)	Georgia Perimeter College Project Associate: Jeanette Gibson-Allen, Ph.D.	Phone (770) 785-6941
(9)	Community College of Vermont Ms. Heather Mitchell HAVE NOT RECEIVED SIGNED MOU	Phone (603) 538-6357

NON CONSORTIUM - PARTICIPATING HIGH SCHOOL TEACHERS TO FIPSE GRANT
KELLAM HIGH SCHOOL - withdrawn Spring 2002
SALEM HIGH SCHOOL
LANDSTOWN HIGH SCHOOL
GREEN RUN HIGH SCHOOL - participant beginning Summer 2002

10)	Virginia Beach City Public Schools Contact Person: Terry Skidmore	Phone (757) 427-4571

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TCC/FIPSE Writing Coalition grant award on September 12, 2001, the project director planned and implemented preliminary collaborative activities with local, state, and national postsecondary institution site leaders. Project personnel from TCC and VBCPS met in August 2001 to review the model's results from 1998 - 2001, brainstorm activities ranging from student field trips to portfolio presentations, and plan an academic calendar for collaboration. Successful components of this project model include collaborative professional workshops for English faculties; high school teacher teams to explore innovative instructional strategies to promote student accountability for progress; high school writing centers for extended dialogue and practice; and portfolios as multiple measures of authentic assessment for college placement.

To promote partnerships that improve communication between secondary and postsecondary institutions and increase student learning opportunities, the first project goal, the number of high schools and teachers participating on local teaching teams has been increased to five teachers at SHS and eight teachers at two additional VBCPS high schools. The college has supported this expansion by funding release time for Dr. Joanne Diddlemeyer, Associate Professor of English, TCC/Norfolk Campus, to mentor and meet weekly with additional sites. The project director continues to meet weekly with teachers at the hub site, SHS, and high school leader/SHS English Department Chair Jane Hunn; coordinates and monitors all activities through regular communication with TCC/FIPSE Writing Coalition personnel, TCC Office of Student Outcomes Assessment, and VBCPS Secondary Instructional Services; facilitates monthly seminars with project personnel; and prepares professional workshops and conference presentations. In weekly roundtables, teacher teams have reviewed instructional strategies; discussed topics identified as helpful to improving student writing, such as techniques to assist the composition needs of English as A Second Language students, reading to learn strategies, motivation for reluctant student writers; and assessed student portfolios. English faculty from all four TCC campuses have been encouraged to join high school teachers in discussion of curricular and instructional concerns in roundtables and professional workshops. Regular, after-school, one-hour roundtable discussions among VBCPS high school and college faculties have been held over a period of 30 weeks at each site. Remote sites have adapted the model to include before-school hours, two-hour blocks, and one-half day sessions. Agendas from the roundtable discussions demonstrate collaborative planning and review of innovative approaches to teaching writing.

Serving as a resource for dissemination, the TCC/FIPSE Writing Coalition hosted a site visit for postsecondary site leaders on October 17-19, 2001, to provide an orientation to the model's goals and activities. Teaching faculty from seven postsecondary institutions convened in Virginia Beach, VA. The agenda featured classroom observations; writing center visits; presentations on grant accounting procedures, tutor training, an interactive grammar program, assessment measures; and a workshop presented by the original project team on institutional dialogue, today's high school classroom, portfolio instruction, the high school writing center, classroom instructional strategies, do's and don't's for collaboration; and site team planning. Dr. Deborah DiCroce, TCC president, invited TCC/FIPSE Writing Coalition personnel and site leaders, VBCPS teaching teams, and local administrators to dinner to celebrate the dissemination project. A site leader's comment on the value of the activities demonstrates the success of this event:

> The visit to the HS was a great idea so we could see how well the project's goals are being implemented. The teachers are literally terrific models of good teaching. The site provided insight into the high school Writing Center's set up; observing the high school teachers "in action" helped put the portfolio concept into more "tangible terms" and permitted "visual" cues; the workshop introduction (on) tutor training was especially informative in light of Writing Center tutoring.

Sharing ideas in teaching teams and opening up classrooms for demonstration has had positive results at remote

sites. At Lloyd C. Bird High School (LCBHS), teachers have found that the John Tyler Community College (JTCC) project creates a forum for "sharing ideas and seeing what others in their department are doing." The JTCC site leader, Marty Brooks, describes her team: "They have become - in spurts and stops - enthusiastic about being able to improve the department in which they work and to offer each other support in the classroom." Improved communication has mutual benefits, as the site leader, Dr. Joseph Lemrow, Southwestern Michigan College (SMC) notes, "We now have established dialogue where none had existed previously; initial suspicions that one faculty might misinterpret the other have evaporated; and a climate of mutual support and respect for the kinds of work performed by each faculty now exists." At Greenville Technical College (GTC), Susan Allen, site leader, reports, "Teachers have embraced this project. They have been enthusiastic in their praise for the workshops, have been determined to include the entire English faculty next year (even if it means splitting the stipend for attending weekly roundtables), and have already adopted many of the strategies of the model site." Dr. Miles McCrimmon, J. Sargeant Reynolds Community College (JSRCC) site leader, adds,

> The principal at Lee Davis High School (LDHS) recognizes the benefits of such as close relationship with the community college that a substantial number of his graduates will (or already) attend, and the college is excited about the ways in which this grant meets several of the core goals and values embedded in its strategic plan for 2001-2006. At still one more remove, the Hanover County Public School System county and state system of community colleges (VCCS), the partnership is gaining attention through regular reporting by the site leader to the county's language arts specialist, Lisa Malloy, plus team presentations...

The second project goal, provide opportunities for high school and college English faculties to collaborate in professional development workshops to develop and implement innovative instructional strategies, has been met locally in a series of four presentations facilitated directly by the TCC/FIPSE Writing Coalition: *Teaching Literary Analysis as Part of the Portfolio Process* and *Another Perspective on Grading: Portfolio Evaluation* both by Dr. Kathleen Yancey, Clemson University, SC; *Teaching Thoughtful Revision, Editing, and Grammar To Improve Student Writing* by Dr. Beverly Ann Chin, University of Montana, Missoula; and *Writing Center/Tutor Training* by Gail Hersman, TCC Service Learning Grant. The fourth workshop on writing centers was cooperatively planned, sponsored and attended by faculties from VBCPS, TCC, JTCC, and JSRCC. Each workshop has been a full-day session with presentations and discussions related to concerns and problems voiced by writing teachers. Workshops have been held in neutral territory sites, such as community club houses, and meeting rooms have been furnished with round tables to foster an atmosphere for cross-institutional sharing. The TCC/Virginia Beach Provost Office has contributed funding for meeting spaces and refreshments for all workshops. Workshop evaluations have elicited teacher comments, such as "I truly enjoyed the prewriting and revising activity; it is something I can use next week in my classes," "I loved all the realistic and practical strategies," and "I have attended many workshops. This one was the best one yet. They just keep getting better!"- thus confirming value in participation. In addition to the project personnel, college and high school teachers outside the TCC/FIPSE Writing Coalition have been invited to attend all workshops. Substitutes for two teachers from thirteen area high schools to attend each workshop have been funded by VBCPS.

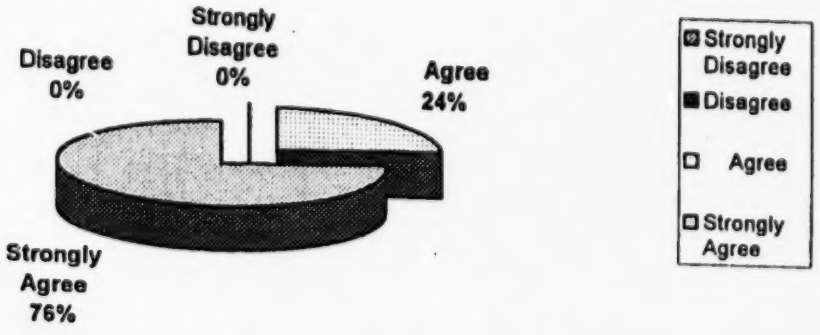
Workshops facilitated by distant college sites with partnering high schools have brought faculties together to address the challenge of responding to the needs of underprepared students. The TCC/FIPSE Writing Coalition assisted GTC in securing Dr. Yancey, the original writing consultant for the project, as a presenter for *Writing Matters*, a series of three workshops on portfolio strategies for GTC and Woodmont High School (WHS) faculties. California State University (CSU) hosted a Spring Symposium for Buena Park High School teachers,

Tidewater Community College and Virginia Beach City Public Schools
Workshop on Teacher Collaboration and Innovation
February 11, 2002

Workshop Evaluation

29 Respondents	Strongly Disagree	Disagree	Agree	Strongly Agree
a. this workshop has increased my knowledge and understanding of my teaching of writing	0	0	6	23
b. this workshop has provided strategies and techniques that I can incorporate in my teaching	0	0	7	22
c. this workshop was well paced and interesting	0	0	5	24
d. this workshop was well organized	0	0	3	26
e. opportunities were provided for audience participation and questions	0	0	2	27
f. the presenter(s) showed indepth knowledge of the subject	0	0	0	29

Another Perspective on Grading: Portfolio Evaluation
Dr. Kathleen Yancey

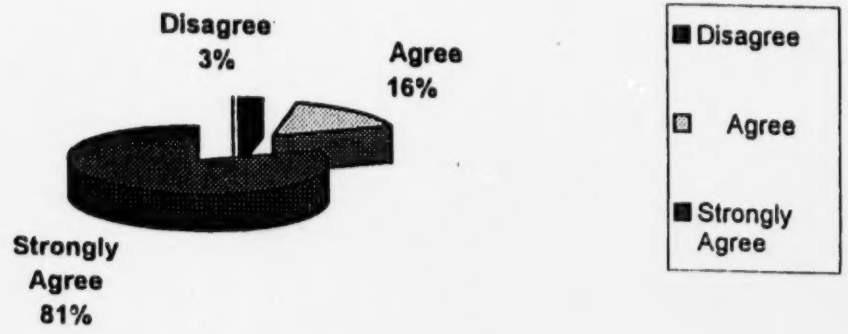


Tidewater Community College and Virginia Beach City Public Schools
Workshop on Teacher Collaboration and Innovation
March 15, 2002

Workshop Evaluation

32 Respondents	Strongly Disagree	Disagree	Agree	Strongly Agree
a. this workshop has increased my knowledge and understanding of my teaching of writing	0	1	5	26
b. this workshop has provided strategies and techniques that I can incorporate in my teaching	0	0	3	29
c. this workshop was well paced and interesting	0	1	7	24
d. this workshop was well organized	0	1	5	26
e. opportunities were provided for audience participation and questions	0	0	1	31
f. the presenter(s) showed indepth knowledge of the subject	0	0	0	32

Teaching Thoughtful Revision, Editing, and Grammar
To Improve Student Writing
Dr. Beverly Chin



also featuring Dr. Yancey, to incorporate more writing into the curriculum. That workshop led to a second workshop on the CSU English Placement Test. SMC sponsored an all-day session for college and Ross Beatty High School (RBHS) faculties to discuss writing centers, outcomes assessment of student writing, and evaluation of high school senior focus essays. JTCC and JSRCC facilitated a workshop for teachers from high schools in the Richmond metropolitan area on *Adapting Writing Curriculum to Address SOL's* featuring VA State Secondary Language Instruction specialist Anita Wallace. Secondary teachers from Lynchburg, VA, also presented a session on assessment exercises to promote student writing..

To develop alignment between secondary and postsecondary institutions through a deliberate articulation of composition-related curriculum and instruction to improve student skills in writing, the third goal of the project, vital lines of communication have been established among institutions. Using the original project models for surveying students and teachers, dissemination sites have refined their methods for their respective curricular needs. JTCC and JSRCC administered needs assessments to teacher partners to establish goals and direction. Dr. Miles McCrimmon, JSRCC site leader, developed a computerized survey to collect information on writing attitudes from nearly 1000 LDHS students. At the GTC site, pre and post testing data have been gathered by testing high school students via ASSET and writing samples. Teachers at Georgia Perimeter College (GPC) reviewed the "2000-2001 Georgia Public Education Report Card," GPC Common Course Guides, and *Assessment and Instructional Guide for the Georgia High School Writing Test* to determine areas in need of alignment. The SMC site developed an English Proficiency Exam to gather data on twelfth grade student placements in college English courses. Dr. Crouch worked with her CSU teacher team to use a Writing Attitudes Survey in high school classes to "set an agenda for how they approach the teaching of writing and practices that go along with it."

The portfolio model has been adopted by many sites as a vehicle for alignment of writing. Employing this tool for instruction and assessment as developed in the original grant project, students from three VBCPS high schools have prepared presentation portfolios throughout the academic year. Contents of their portfolios have been cooperatively defined through a deliberate alignment of TCC composition writing requirements and VBCPS English 12 curriculum; faculty from both institutions have attended workshops to refine rubrics for assessment, establish anchor items, and participate as readers to place students in college composition courses. In addition to serving as portfolio readers, TCC faculty have reviewed writing samples for pre and post testing of students in the three schools. Additionally, working in partnership with the TCC/FIPSE Writing Coalition, the school system contracted Dr. Yancey to assist K-12 teachers in adopting portfolio methodology. By 2004, VBCPS serving 78,000 students intends to have portfolios in place as institutional evaluations of classroom instruction. Sally Harrell, TCC Coordinator of Student Outcomes Assessment, has facilitated workshops for college and high school teachers to examine criteria for evaluating writing. Based upon her work with the TCC/FIPSE Writing Coalition to develop rubrics for writing samples and anchors for portfolios, VBCPS has invited her to present a summer 2002 workshop, *Writing Portfolio Evaluation: Purpose, Process, and Use of Results.*

Dissemination sites have found the portfolio to be a fundamental element of collaboration. At SMC, Dr. Lemrow relates, "The cooperation generated by the project has also given college faculty an indispensable tool, the high school portfolio, for assessing the skill levels of incoming students." The "year end" portfolio has been implemented at GTC for students in danger of failing English 12 to demonstrate writing competency. With initial forays in the portfolio model, JTCC is planning to partner with JSRCC and TCC to facilitate a fall 2002 workshop by Dr. Yancey on portfolio instruction for their respective teaching teams. Site leader Brooks at JTCC plans with her teacher team to make "their mandatory use of the writing folder more than an empty requirement."

To reduce the number of high school graduates needing remediation in writing prior to enrolling in college composition classes, goal four, the TCC/FIPSE Writing Coalition has reviewed assessment information to identify baseline data for VBCPS high schools and worked with the TCC Student Outcomes Assessment Office to analyze results of the original project. The use of a single indicator of student readiness for college work has been a concern of teachers and students. The routine testing practice at TCC and many colleges across the nation is to administer a commercially produced tool, such as COMPASS, essentially an editing test, and a writing sample, if necessary for borderline scores. Students in the original project who enrolled at TCC were placed by COMPASS, a writing sample, and their portfolios. Those project students were found to consistently out-place and outperform traditionally placed college composition students. In the fall of 2000, the students who placed into freshman composition using multiple measures achieved an 87 percent success rate (A, B, or C in coursework) as compared to the traditionally placed student's success rate of 70 per cent. The Student Outcomes Assessment Office has concluded that based on student success in freshman college English "the accuracy rate for the FIPSE placement methods was 73 percent while the accuracy rate for TCC method was 58 percent." To further explore the value of multiple measures of placement, specifically portfolios, graduates from local partnering high schools in this project are currently using portfolio assessments for placement in TCC composition courses in lieu of traditional placement tools. Piloting this method demonstrates TCC's support for authentic student performance while it also affirms the value of the high school writing program. Pre and post writing samples have also been administered to VBCPS project students to record increases in student readiness for college composition from the beginning to the end of their senior year and to complement the portfolio placement method. The Student Outcomes Assessment Office will continue to correlate results of all data to provide comparative data on student success at TCC as a result of students' participation in the TCC/FIPSE Writing Coalition.

As college and high school teachers of writing review student portfolios, they have identified a recurring motif - students' increasing sense of responsibility for their progress in writing. High school teachers describe the effects of portfolios in the classroom: "My students were able to enjoy ownership of their work, and they were able to recognize growth" and "They saw themselves more as writers." A student comment common among the writer reflections relates: "I have learned while preparing the portfolio that this was very time consuming but it shows how organized I can be when I need to." To statistically substantiate growth in students' perception of their ability to write, locus of control surveys have been administered. Students in the project have demonstrated significant gains in pre to post surveys with an average gain of 1.03 in locus of control; the results support the premise that portfolio instruction enhances a student's sense of accountability and control over the writing environment. To celebrate student achievements, the TCC/FIPSE Writing Coalition and Barnes and Noble Book Store invited high school seniors who had distinguished themselves by earning excellent portfolio ratings to read from their portfolios. On two separate evenings, students read selections from their works to a "standing room only" audience of peers, family, administrators, and teachers from the college and high schools represented.

Initiatives to promote improved student performance in writing have been adapted from the original grant project; among them, the high school writing center has had a positive effect on improving student writing. Using the TCC writing center model, the project director has presented workshops to teachers and students to facilitate establishing these centers in area high schools. High school students in advanced English courses at three high schools have been trained by the director to develop peer reading/tutoring skills to participate as student consultants in the center. The writing center at SHS, supported by TCC with composition-related handouts and ancillary writing materials, continues to be the model. Over 1200 student visits have been documented this year. Writing center teachers and student consultants at SHS have also piloted an interactive, web-based program, "Grammar from the Ground Up," to upgrade grammar knowledge of student consultants

1999/2000 PERFORMANCE IN FIRST SEMESTER ENGLISH 01, 03, and 111 COURSES AT TCC FOR PROJECT AND CONTROL GROUP STUDENTS FIPSE PROJECT - YEAR 1 STUDENTS

ENGLISH COURSE TAKEN	PROJEC GROUP n=41		ONTROL GROUP n=24	
	#	%	#	%
ENG 01	1	2	3	13
ENG 03	12	29	11	46
ENG 111	28	68	10	42

ENGLISH COURSE TAKEN	PROJECT GROUP (n=41)						CONTROL GROUP (n=24)					
	S		R/U		W		S		R/U		W	
	#	%	#	%	#	%	#	%	#	%	#	%
ENG 01	0	-----	1	100	0	-----	3	100	0	-----	0	-----
ENG 03	7	58	5	42	0	-----	9	82	1	9	1	9

ENGLISH COURSE TAKEN	PROJECT GROUP (n=41)												CONTROL GROUP (n=24)											
	A		B		C		D		F		W		A		B		C		D		F		W	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
ENG 111	9	32	6	21	8	29	0	-----	4	14	1	4	1	10	4	40	0	-----	2	20	3	30	0	-----

NOTE: Students in the project group were placed into English courses using their COMPASS score, writing sample score, and portfolio score. Students in the control group were placed using TCC's method which examines the student's COMPASS score and writing sample score. Placements were determined at the end of the project year and do not always coincide with the English course that the student actually enrolled in at TCC.

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2000/2001 PERFORMANCE IN FIRST SEMESTER ENGLISH 01, 03, and 111 COURSES AT TCC FOR PROJECT AND CONTROL GROUP STUDENTS FIPSE PROJECT - YEAR 2 STUDENTS

ENGLISH COURSE TAKEN	PROJEC GROUP n=40 #	%	ONTROL GROUP n=36 #	%
ENG 01	2	5.0	2	5.6
ENG 03	7	17.5	11	30.6
ENG 111	31	77.5	23	63.9

ENGLISH COURSE TAKEN	PROJECT GROUP (n=40) S #	%	R/U #	%	W #	%
ENG 01	0	-----	1	50.0	1	50.0
ENG 03	5	71.4	0	----	2	28.6

ENGLISH COURSE TAKEN	A #	%	B #	%	C #	%	D #	%	F #	%	W #	%
ENG 111	4	12.9	10	32.3	7	22.6	3	9.7	6	19.4	1	3.2

CONTROL GROUP (n=36) S #	%	R/U #	%	W #	%
2	100	0	-----	0	-----
5	45.5	2	18.2	4	36.4

A #	%	B #	%	C #	%	D #	%	F #	%	W #	%
3	13.0	8	34.8	5	21.7	2	8.7	5	21.7	0	-----

NOTE: Students in the project group were placed into English courses using their COMPASS score, writing sample score, and portfolio score. Students in the control group were placed using TCC's method which examines the student's COMPASS score and writing sample score. Placements were determined at the end of the project year and do not always coincide with the English course that the student actually enrolled in at TCC.

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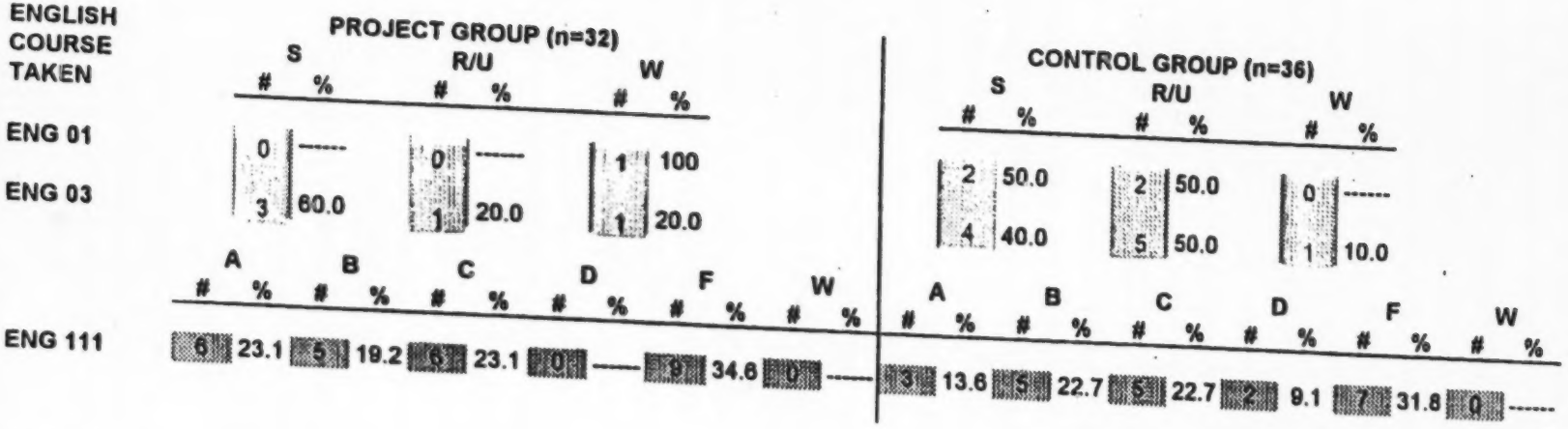
2001/2002 PERFORMANCE IN FIRST SEMESTER ENGLISH 01, 03, and 111 COURSES AT TCC FOR PROJECT AND CONTROL GROUP STUDENTS FIPSE PROJECT - YEAR 3 STUDENTS

ENGLISH COURSE TAKEN	PROJEC GROUP n=32 #	%	ONTROL GROUP n=36 #	%
ENG 01	1	3.1	4	11.1
ENG 03	5	15.6	10	27.8
ENG 111	26	81.3	22	61.1



NOTE: Students in the project group were placed into English courses using their COMPASS score, writing sample score, and portfolio score. Students in the control group were placed using TCC's method which examines the student's COMPASS score and writing sample score. Placements were determined at the end of the project year and do not always coincide with the English course that the student actually enrolled in at TCC.

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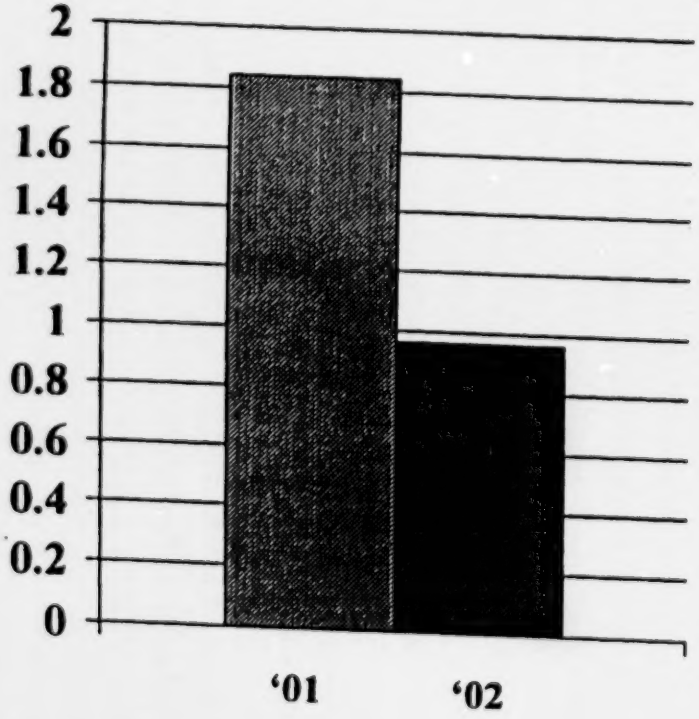
Locus of Control Attitude Test

Comparison of Average Gain* Per Project Group
Salem High School
Spring 2001 to Spring 2002



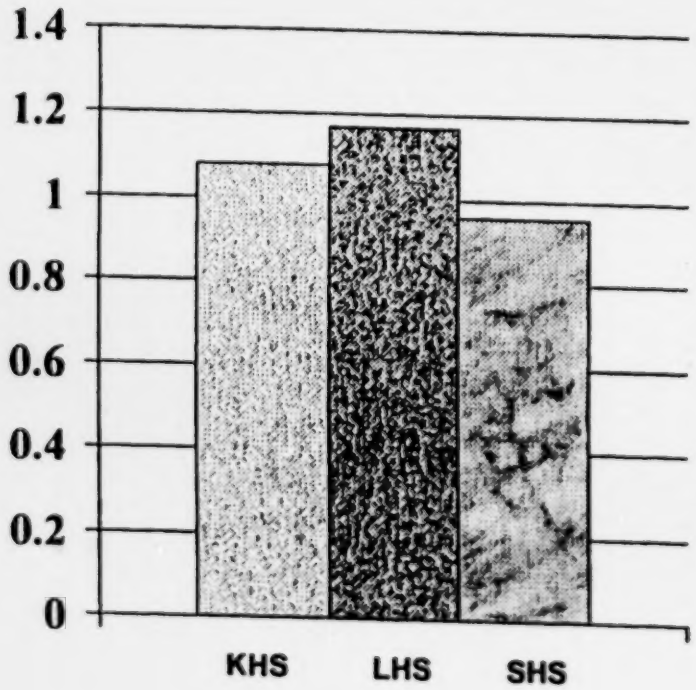
Average Gain

Spring 2001	**+1.84**
Spring 2002	**+1.01**

*Comparison of positive/negative gain in student response per group for both Fall and Spring tests.

Locus of Control Attitude Test

Comparison of Average Gain* Per School
Fall 2001 to Spring 2002



Average Gain

Kellam	**1.08**
Landstown	**1.17**
Salem	**1.01**

*Comparison of positive/negative gain in student response per group for both Fall and Spring tests.

who volunteer in the center. Although the pilot program has provided opportunities for students to hone their grammar skills using their own writing, teachers and students found the activity time-consuming; thus, the grammar program will not continued next fall. At the close of this academic year, a writing center is actively operating in a corridor of LHS, plans are in place to open a center in a classroom in the fall at KHS, and faculty from all VBCPS either have implemented or are in stages of exploring writing centers. Principals at SHS, LHS, and KHS have negotiated reduced teaching loads to staff the centers. Teachers who have worked in the high school centers attest to the importance of their role: "Not having to be the 'teacher' allowed me to just be a fellow writer, helped me develop a more personal relationship with students, esp. ones struggling" and "I became a more patient listener and fellow writer by working in the writing center. The one-on-one interaction gave the students and me a special relationship and bond." Student consultants also confirmed the importance of participation: "I learned much more information about writing and the English language than I thought was possible," "It gave me another point of view on how to look at a paper," and "It helped me catch my own mistakes."

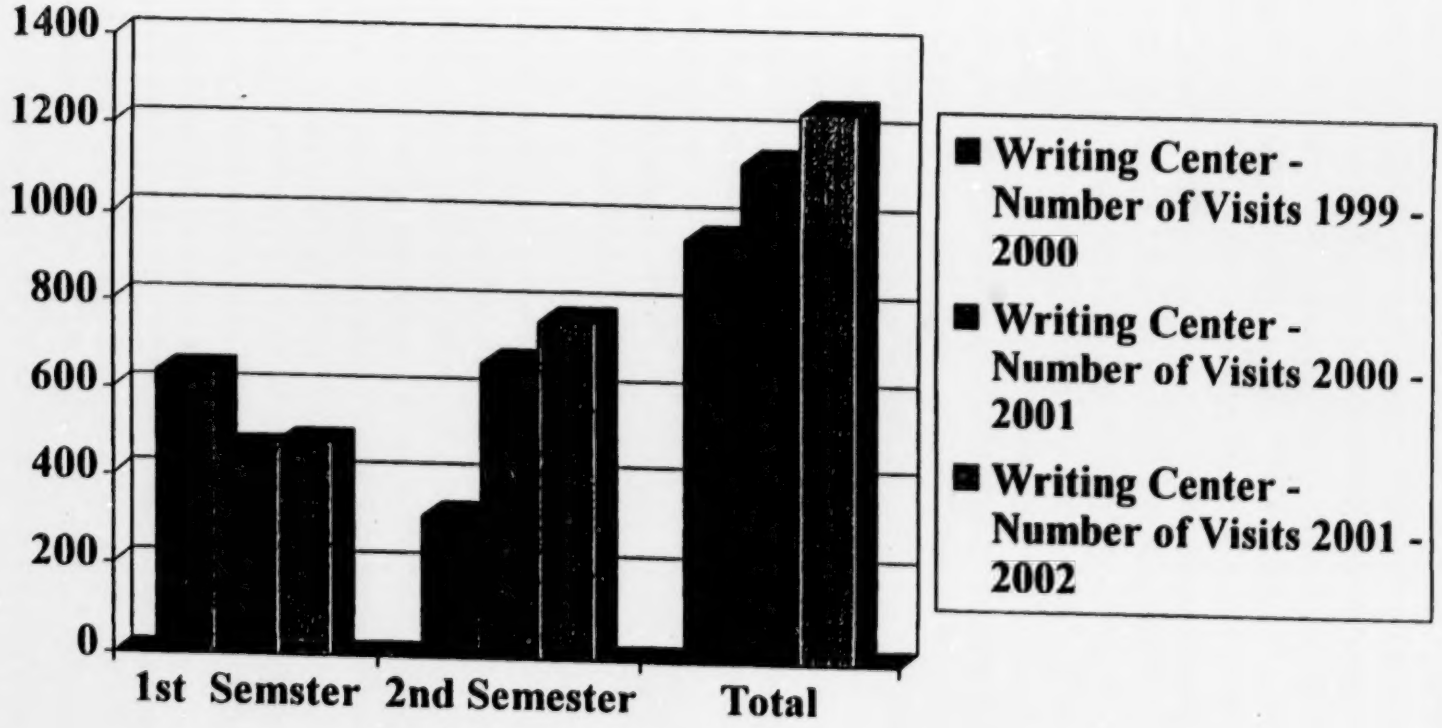
Despite scheduling constraints, limited budgets, and staffing problems, the majority of remote sites have made plans and secured secondary administrative support to create high school writing centers in the next year. Individual sites have replicated this writing conference approach to their situation and available space, such as SMU site's writing center in the RBHS library, and GTC site's writing center in the back of a WHS teacher's classroom. Dr. Jeanette Gibson-Allen, GPC site leader, met with Towers High School teachers in June 2002 to set up and manage a writing lab. Their plans include applying for a Gateway Award, incorporating local authors as writing mentors, and creating writing awards for outstanding students and most improved writers. At the JTCC site, teachers have presented a variable plan to their LCBHS administrator for an after school writing center next year.

Other innovative approaches to writing generated by the original project model have been successfully replicated and refined by adapting sites. Teaching teams have found value in the original grant project's publications of *Classroom Ideas*, a compendium of classroom instructional activities compiled by SHS teachers and edited by the project director, and *Establishing A High School Writing Center*, prepared by Jane Hunn, SHS. Individual sites have used the materials to launch discussions, demonstrate innovative strategies, and stimulate new approaches to instruction. Dr. Mary Kay Crouch, the CSU site leader, writes, "I 'stole' some of those *(Classroom Ideas)* to give the teachers ideas on how activities they have developed in their own classrooms are just as valuable and should be shared with everyone." JTCC site leader Brooks affirms,

> The best evidence of the project effects on the Bird High School teachers in an incident that occurred after one of the teachers experimented with writer's memos in her class. Prior to trying the activity, she had been certain that it would not work with the high school students that she taught. She did not feel that they had the interest or the critical skills that they needed to identify what they felt were the weaknesses in their own papers and that they would not generate specific responses. Instead, she came to me and told me that she had been 'surprised' at the results and that she had been able to focus on conclusion to the papers because so many students had mentioned it as a problem.

Adapting an activity for student collaboration from the original model, teachers in the three VBCPS participating schools included their students in a classroom letter writing activity with freshmen composition classes taught by TCC instructors. Initially, college students reflected on what they wished they had known before they came to college; the letters were conveyed to English 12 students to ask for advice on preparing for college writing; colleges students responded with suggestions, such as "I know that if you plan to attend college, you should have your mind ready and focus about school work all the time" and "The key to being

Salem High School Writing Center
Comparison of Number of Visits



successful in college English is to 1) attend all your classes, 2) take notes, 3) write simple, juicing it up with big words is not always the best thing to do 4) be imaginative, 5) be prepared to write a lot and 6)turn all assignments in on time." Finally, high school students expressed their appreciation for the correspondence in comments, such as "This experience helped me plan for my future" and "It opened my eyes as to what I can do through TCC." The dialogue had several results: College students gained a better understanding of their own roles as writers; high school students recognized the range of possibilities in postsecondary education; faculty at both institutions incorporated increased opportunities for reflection in their instructional delivery.

The final goal, to implement successful reform initiatives through a transfer of knowledge and strategies to a variety of adapting sites to improve quality and accessibility to postsecondary education for diverse student populations has been successful at many sites; however, as Dr. Mary Axelson, site leader from Colorado Mountain College (CMC) who works with teachers from Glenwood Springs High School (GSHS) comments, "Buy in of a new idea is not automatic." With the grant funding for the TCC/FIPSE Writing Coalition not being effective until September 12, 2001, site leaders found difficulty establishing contacts with secondary administrators and teachers, producing pre-assessment data, and receiving release time from their institutions after the opening of the school year. Personnel shifts negatively impacted several partnership sites. Following three changes in English Department chairs at KHS, the principal submitted KHS's resignation from the project. Green Run High School, another VBCPS site that had initially been included in the project but had been removed due to budget cuts in the final FIPSE award, welcomed this opportunity to join the TCC/FIPSE Writing Coalition, secured administrative and faculty commitments, and will include its senior English teachers and students in project activities next year.

Remote sites, also experiencing difficulties with changing personnel, have recognized the importance of meeting new administrators to inform them of the opportunities for partnership and bringing new teachers up-to-date on project goals and activities. The project director has regularly corresponded with each college site leader to ensure open lines of communication; visited site leaders, high school teaching teams, and postsecondary and secondary administrators; and presented orientations to five of the remote sites: GPC, GTC, JSRCC, JTCC, and SWM. Forsyth Technical Community College (FTCC) and CMC have experienced delays in implementing project goals this year; however, both site leaders report progress in meeting with high school administration and working with teachers for increased collaboration next year. Site leader Eric Stainbrook, FTCC, has secured a teaching team at Park Land High School and reports that activities are "moving forward." Dr. Axelson, CMC site leader, relates, "The high school (GSH) faculty is in transition. The new chair will be appointed sometime this summer. Previous plans have been scrapped. My new contact and I met to discuss direction." She adds, "The project has been beneficial in making both faculties aware of options and possibilities."

Personnel difficulties and economic factors have led to two changes in dissemination sites. The most recent partnership site has been established at GPC as a replacement for Temple University (TU). Following a period of family and health problems that prevented the TU site leader from fulfilling responsibilities to the grant project and acknowledgment of that institution's difficulty in forming liaisons with the secondary system undergoing privitization, the project director renewed discussions with GPU, a site that had also originally applied to be part of the TCC/FIPSE Writing Coalition. Administration and faculty at both the postsecondary and secondary sites were pleased to be invited into the project; commitments have been made for GPU to be a site for the remainder of the grant period. One other site, Florida Gulf Coast University, transferred its lead role to Edison Community College (ECC) to partner with Cypress Lake High School in Lee County, FL. Although the public school administration, high school teachers, and ECC site leader were committed to adapting the TCC/FIPSE model, following the events of the September 11, 2001, tragedy and its negative

impact on the Florida economy, the administration of ECC declined participation in the project. Contacts at the State Department of Vermont, another site that had originally applied to be part of the dissemination project, have been reestablished to replace FGCU/ECC with the Community College of Vermont. Although teachers at North County Regional High, VT, have expressed interest in the project for next year, negotiations to select a college site leader are still underway with a Vermont State Department consultant.

To provide opportunities for ongoing dissemination and promote continued dialogue, the TCC/FIPSE Writing Coalition has maintained email contacts, a web site and list serve, and created a data base of members who have attended presentations, participated in workshops, and/or requested information about the project. Dissemination has included orientation workshops for local, state, and national site leaders; regular dialogue, progress reports; and presentations to national audiences. Site leaders from TCC, JSRCC, and JTCC collaboratively presented *How the Other Half Teachers: or Going Back to High School*, the goals and activities of their respective sites, at the Two Year College English Association- Southeast Annual Conference. The SMC site leader assisted the TCC/FIPSE Writing Coalition project director in *Collaboration for Student Success*, a presentation to the League for Innovation's Annual Conference. The project director and SHS high school leader co-presented sessions for three professional groups: *Colleges are from Mars: High Schools are from Venus - A Collaborative Model for Success*, National Association for Developmental Education; *Improving the First Year Experience: A Step in the "Write" Direction,"* First Year Experience; and *Changing the Landscape of the Composition Classroom*, National Council of Teachers of English. The TCC Student Outcomes Assessment coordinator and project director co-presented *The Portfolio Process: A Mechanism for Enhancing Student Learning and Making Sound Writing Placement Decisions* at the Virginia Association for Developmental Education 2002 Conference. The project director also presented *Partnerships With High Schools That Work for Teachers and Students* at the VCCS New Horizons 2002 Conference; published "A Portfolio Model That Works," an article for the *National Dropout Prevention Center/Network Newsletter;* and co-authored with the high school leader "Why Do I Have to Take Remedial English?" a chapter for inclusion in *University-School Collaboration: Models to Meet Expectations*, an NCTE publication scheduled for 2002 release.

When postsecondary site leaders were prompted in their annual reports to describe the assistance received from the TCC/FIPSE Writing Coalition Office, they responded:

> Chris Jennings has been helpful and encouraging. (CMC)
>
> Most helpful was the booklet on teaching ideas. (CSU)
>
> Chris Jennings' site visit to meet with GTC's English Department Chair, Dean, Interim Writing Center Director, project teachers, faculty, Assessment Director, Business Office representative and other key folks at the college and high school. (GTC)
>
> Chris Jennings herself has been the most helpful over the past year-and-a-half. She has a subtle power of persuasion about her and an ability to reassure us that we're on the right track. (JSRCC)
>
> I was impressed by how quickly and efficiently Chris Jennings responded to my questions and provided direction. She has a gift for allowing the sites to follow their own interests while reminding the site leaders of the project's main goals. The initial weekend site leader's conference gave me a clear sense of and increased my enthusiasm for the project. (JTCC)

> The FIPSE Aligning Writing Seminar held at Virginia Beach and hosted by Dr. Jennings and TCC was perhaps the single most helpful form of assistance provided. (SMU)

Following a request to showcase the original grant project on the League for Innovation in Community College Innovation Express Web Forum, July 2002, the project director submitted an article that has been posted to the website's database of over 2400 members. GTC site leader Susan Allen has been recognized for her dissemination of TCC/FIPSE Writing Coalition 's goals and activities at GTC and in Greenville public high schools and distinguished by her institution as the "Arts and Science Instructor of the Year" and "Greenville Technical College's Instructor of the Year." In accepting the award, Allen acknowledged, "I know that my teaching has been enhanced and enriched by the new things I have learned, new people I have met, and new resources I have found as I have undertaken the challenges presented by the FIPSE writing grant's goals and objectives."

This coalition of ten colleges representing eight states across the U.S. demonstrates the viability of the original project model to improve student learning and access to higher education. Student populations at each site vary from CSU's Orange County where many students speak Spanish or a dialect of English, to GPC's metropolitan Atlanta setting characterized by the working poor, to SWM's rural, agricultural county with a high school graduating class of approximately 60 students per year, to CMC's rapid growth of a population that needs to learn English. Despite problems inherent in implementing innovative approaches among faculties and administrations from traditionally distinct educational worlds, site leaders have been enthusiastic in reporting progress and plans for next year:

> Objective - build communication between CMC and GSHS English faculty (CMC)
>
> The school system seems to appreciate the Learning Assistants (future credential students who assist in classrooms) and I want to discuss the possibility of establishing a writing center at the school...I also plan to get two other teachers involved in FIPSE in the coming year.
>
> My teaching has been enriched and enhanced by new things I have learned, new people I have met, and new resources I have found as I have undertaken the challenges presented by the grant's goals and objectives. (GTC)
>
> A great deal of "buzz" surrounds this project both at LDHS and JSRCC, from the highest administrative levels to the rank-and-file faculty and staff. After a promising start of four solid professional development opportunities and five additional monthly roundtables in the spring of 2002, the core FIPSE team appears poised to take off in the fall. (JSRCC)
>
> The Bird teachers and I are enthusiastic about creating our own workshop for high school teachers based on our findings in the first year of the project...A primary goal for both years will be to create more college faculty participation in the project. I plan to attract my colleagues' interest through the use of national figures, like Yancey. (JTCC)
>
> First of all, the two faculties have recognized the need to work collaboratively to achieve clearly stated writing objectives...More generally, because the FIPSE Aligning Writing Project reaffirms high school and college faculty commitment to helping students achieve success in their writing by providing professionals with the means to police their performance, both faculties have been re-energized. (SMC)

Working within the goals and activities of the dissemination project, site leaders have posed research questions for extended discussion. "I also want to spend some time with the teachers on the teaching of reading strategies to the students. We know that students who don't do well on our entrance exam (the English Placement Test) do poorly not only in writing but also in the reading portion of the exam," writes the CSU site leader. At JTCC, the site leader poses two questions: "Has the fact that composition research has been primarily conducted by college instructors who work under specific conditions slanted researchers' approach to high school teaching and their respect for high school teachers' expertise?" and "Will adjusting and responding to the differing perceptions held by high school and college teachers actually help ease students transition from one institute to the next?" Another site leader at JSRCC, raises the issue of collaboration: "How have we arrived at this historic juncture of educational history, when there has never been more centralized control over writing instruction in Grades K-12 (and never more diffuse philosophies/approaches at the postsecondary level)? Would it be wise to meet somewhere in the middle?" Responding to these concerns, each site continue to build bridges of communication among faculties to create a seamless transition for students from high school to college. In October 2002, site leaders will reconvene at the TCC site to focus on problem solving.

Successful dissemination of this model substantiates the necessity for partnerships between secondary and postsecondary institutions to provide greater learning opportunities for common student populations. During each year of the project, the findings of each site will be recorded qualitatively and quantitatively to measure success; however, the experiences of all participants in this project continue to provide crucial evidence of the value of collaboration among teachers in secondary and postsecondary institutions. One proposed outcome of this project, in the design phase, is a text to be collaboratively authored by the ten partnering sites to demonstrate, share, and encourage partnerships between colleges and high schools to align writing instruction to better prepare students for college composition. With high visibility across the nation in focused, replicable approaches, this project demonstrates the power of teacher partnerships. A reform movement that supports teachers as they identify and employ solutions to problems brings renewal to the institution and provides the groundwork for student success.

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